

SUMMER READING ESSAY “MAKE-OVER”

Note: for information and explanations about the scoring of your essay, see the home page of our class website (www.olympusbishop.wikispaces.com)

STEP ONE:

Mark EVERY “to be” verb you wrote in your essay (ignore the ones in direct quotes from the book.)
is be am are was were been being become became

See the OHS Writer’s Guide for more information about why/how you want to avoid overusing these verbs (p. 29 if you have a physical copy of the book or see it online by clicking the link on our class website—it’s on the side menu or under “...” if you’re on a mobile device).

STEP TWO:

Mark every EXPLETIVE in your paper (hint: they’re usually at the beginning of sentences).

IT IS IT WAS IT WILL BE THERE ARE THERE IS THERE WERE THERE WILL BE

See the info on our class website for details about why these monsters can cost you up to three points each on the full rubric and to learn how you eliminate them. Click “Expletives and Phrasal Verbs” on the link below the Writer’s Guide (side menu or under “...”)

STEP THREE:

Scan the beginning of your sentences. Mark any that begin with the same word (“the” is a common offender as is a character’s name/”he” or “she”). Repetition indicates a lack of sentence fluency and variety.

NOW

1. Using the sentence combining skills you just practiced in our textbook, find at least SIX places in your essay that you can apply sentence combining. Sentence combining is a very efficient way to eliminate extra TO BE verbs, expletives, and repetitive sentences. Be sure that at least THREE of your six (or more) sentence combinations address one or more of these issues.
2. Retype your paper at home making the sentence combination changes.
3. Attempt to eliminate ALL expletives and at least HALF of the “to be” verbs found in your original essay—*PLEASE* read the writer’s guide information on passive verbs first so you are not trying to find new ways to say “is” since that will not fix the problem!
4. Print your improved essay and highlight where you made improvements.
5. Fill out the “Makeover Report” (on the back). Put your old essay on the bottom, your new essay on top of that, and your Makeover Report on top; staple it all together.
6. Turn it in to the box before class begins on **Thursday, December 11 (1A and 4A) or Friday, December 12 (1B and 2B).**

Makeover Report

- A. Initially, my essay had _____ TO BE verbs. I eliminated _____ of them.
Report any questions or struggles you had doing this:

- B. Initially, my essay contained _____ EXPLETIVES. Now it has none.
Report any questions or struggles you had doing this:

- C. I combined _____ sentences in my essay for the makeover.
Indicate (and highlight on your paper) what kinds of combinations you used (see the *Language* book for info.)
- ☐ Single-word modifier (p. 500) UNDERLINE ON YOUR PAPER
 - ☐ Prepositional phrase (p. 500) DOUBLE UNDERLINE ON YOUR PAPER
 - ☐ Participial phrase (p. 501) DRAW A BOX AROUND THIS ON YOUR PAPER
 - ☐ Absolute phrase (p. 502) DRAW A CIRCLE AROUND THIS ON YOUR PAPER
 - ☐ Appositive phrase (p. 503) HIGHLIGHT IN YELLOW ON YOUR PAPER
 - ☐ Coordinating ideas (p. 504) HIGHLIGHT IN ORANGE ON YOUR PAPER
 - ☐ Subordinating ideas—adjective clause (p. 506) HIGHLIGHT IN PINK ON YOUR PAPER
 - ☐ Subordinating ideas—adverb clause (p. 507) HIGHLIGHT IN GREEN ON YOUR PAPER
- Report any questions or struggles you had doing this AND comment on how doing this improved your essay:

- D. Before the makeover, my essay had _____ words in it. Now it has _____. This should be a smaller number—and that's a good thing (see p. 31 of the OHS Writer's Guide).

- E. I would like help and/or clarification about